

Characteristics of Students from the Perspective of Islamic Educational Psychology

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ABSTRACT. Students become the center of the learning process. Each student has different characteristics and behaviors, depending on their respective psychological stages. The aims research Islamic educational psychology views students as individuals with innate potential. This innate potential must be developed through a directed learning process that aligns with Islamic values. I wrote this article to explain the characteristics of students, the factors that influence learning behavior, and the characteristics of students' learning behavior within the framework of Islamic educational psychology. The researcher used the library study method. The primary source of the researcher is Islamic Religious Education Psychology, supported by other sources published in the last ten years. The researcher found the characteristics of students in Islamic educational psychology. These characteristics encompass physical, intellectual, emotional, social, moral, and spiritual aspects. Researchers found that internal and external factors influence students' learning behavior. These factors include motivation, family environment, school, and the development of digital technology. Islamic educational psychology emphasizes the importance of understanding the character of students. Researchers see that understanding helps teachers choose the right learning approach. That approach must be effective and fully shape the character of the students. Teachers are not just conveyors of knowledge. Teachers are also guides who help the development of students in accordance with Islamic teachings.

Keywords: Students, Islamic Educational Psychology, Learning Behavior, Student Characteristics, Islamic Education

INTRODUCTION

Students are not empty vessels to be filled. Students come to class with their own individual circumstances. Their potential is not the same. Their days are not always easy. Intellectual, emotional, social, spiritual all grow together. All of that is influenced by the environment where the students grow up. Teachers must understand the characteristics of their students. Without that understanding, even the smallest lesson plan will not connect with the children in front of the class. Islamic Educational Psychology has a slightly different perspective from general education here. We see students not just as learners, but as human beings who already possess innate qualities and potential from birth. The task of education is to nurture that potential, not to create it from scratch. Warsah (2018) says that the development of students in Islamic education should not be measured solely by numbers or academic achievements. Spiritual and character development are equally important, and sometimes even more so (Warsah, 2018). Each student is different. That's not a cliché, it's a fact. One child's way of thinking is not the same as the child next to them. Learning motivation fluctuates. The day affects motivation. The condition of the home affects motivation. Many other factors influence motivation, sometimes not visible from the outside. Hadhizahra (2025) notes that understanding students' motivation, learning styles, and emotional conditions makes learning effective, not just noisy in the classroom (Hadhizahra et al., 2025). Wantini explains

further: the characteristics of students include psychological conditions, personality development, learning behaviors, and behavioral changes that emerge during education. Miftahussaadah and Subiyantoro (2021) agree that teachers who do not understand the psychological characteristics of students will find it difficult to make the learning process optimal (Miftahussaadah & Subiyantoro, 2021). In the Islamic perspective, there is another layer. For researchers, students are not just learners who need to be filled with knowledge. Students have a trust. Educators bear a moral responsibility. Educators guide them to become faithful, knowledgeable, and virtuous individuals. The goals of education are much broader than just report card grades. Digital technology can no longer be ignored. Access to information has become easier and faster. However, Ramly and Ayu (2022) noted another side: excessive use of social media erodes children's concentration and focus in school. Learning patterns change. Communication methods change. Lifestyle is shifting. Not everything is bad. But it should not be left without supervision (Ramly & Ayu, 2022). This is where teachers must understand child psychology. Teachers must understand the context of the child's era. The teacher's understanding becomes important, not just the curriculum.

Research on student characteristics is abundant. The findings usually point in the same direction. Wardany (2016) states that Islamic educational psychology plays a significant role in maintaining the balance of three types of intelligence: intellectual, emotional, and spiritual (Wardany, 2016). The three must go hand in hand. You cannot choose just one or make one complement the other. Islamic education cannot be considered complete just because of high academic grades. The moral and spiritual development of students is equally important. The researcher observes that Wally (2021) enters the discussion with a different perspective. The learning behavior of students does not emerge just like that. Motivation from within, family conditions at home, social environment, and the methods chosen by the teacher in the classroom all play a role (Wally, 2021). The conclusion is not surprising, but it is still important to reiterate: teachers who truly know their students, teachers who understand students' characteristics not just from attendance and grades, are proven to be much more capable of creating a lively learning atmosphere. The atmosphere is not only lively but also productive. Syachtiyani and Trisnawati (2021) reported a troubling finding. Students' motivation to learn wavers when learning shifts to online (Syachtiyani & Trisnawati, 2021). It's not just the platform that has changed or the screen that has replaced the blackboard. The motivation to learn among students is more deeply affected. The students' enthusiasm is declining. The engagement of the students is decreasing. The desire to engage in the learning process is diminishing. Many students sit in front of the screen but are not mentally present. The issue of student motivation is more difficult to address than just a broken internet connection. Hakim and Yulia (2024) reinforce that concern from another angle. Excessive dependence on digital devices brings consequences that are not immediately visible but real: gradually weakening concentration, increasingly rare direct interactions, and a dimming social life at school (Hakim & Yulia, 2024). More important than the findings themselves is not just a list of negative impacts, but the warning that technology in education cannot be left to run on its own.

Teachers and parents must be present as active balancers, not spectators waiting for problems to arise. Regarding motivation, Agrifina et al. clearly state that students who are enthusiastic appear more confident, participate more actively, and find it easier to grasp the material (Agrifina et al., 2024). It seems simple, but the impact is significant. Fernando et al. assert with strong data that learning motivation has a significant impact on final outcomes (Fernando et al., 2024). Side factors cannot be ignored once the curriculum targets have been achieved. As an educator, motivation is the main fuel. Without motivation, no matter how sophisticated the method, it won't be of much help. This is where Islamic educational psychology comes in with a different offer. Mardalena, Shofiah, and Lestari (2025) demonstrate that integrating spiritual values into the learning process is not merely a religious agenda, but rather a proven character-building strategy (Mardalena et al., 2025). Discipline increases, a sense of responsibility grows, and students' social behavior in the school environment improves. If a child has strong values within themselves, their motivation to learn does not solely rely on external rewards or punishments. Research on the

characteristics and behaviors of students is abundant. However, upon closer examination, most of it still falls under general psychology and focuses more on academics. Studies that truly discuss the characteristics of learners from the perspective of Islamic educational psychology specifically are still rare. In addition, there is still debate about the most dominant factors that shape learning behavior. Some researchers cite the family and social environment as the main factors. Others claim that internal motivation and spiritual development have a greater influence. According to the researchers, there are two reasonable claims, but they have not yet found common ground. The gap makes the approach of Islamic educational psychology relevant to delve deeper into this discussion.

The gap is not a footnote that can be easily overlooked. There, a bigger problem awaits recognition. Islamic education stands on a different philosophical foundation from the general educational psychology that has long dominated the academic discourse. It's not about different terms or different writing styles. More than that, this is about the way of seeing humans. Islamic educational psychology places students as two-dimensional beings: the physical, which is visible, and the spiritual, which is real even though it cannot be touched. Both are not two separate entities. They should not be treated separately. Teachers must consider both as a unity and nurture them together, balanced, without sacrificing one for the other. Education that only enhances intellectual capacity without touching on morals and spirituality is not complete. Not yet complete. From here arises an indispensable need: understanding the uniqueness of learners in depth becomes the first step before discussing approaches, strategies, or teaching methods. Without that understanding, no matter how small the design, it will only remain superficial. Never reaching the depths. The recurring problems in the world of education remain unresolved. Many educators do not know the students they meet every day. Educators know the names of the students, but they do not know who the students are. Educators do not know what motivates the students, what makes the students quiet, what makes the students want to learn but do not know how to learn. More concerning, many educators still use a single approach applied to all students. That approach is forced to be the same for all students. As if every child comes out of the same mold. Teachers do not take into account the differences in abilities, interests, motivation fluctuations, and psychological changes of each individual when designing lessons. Teachers ignore or do not consider the differences in abilities and interests as important. The teacher produces predictable results that often occur. Learning becomes bland. Learning does not touch the students. Fluctuations in motivation gradually erode students' learning motivation from within. Only physical presence remains without engagement. External pressure keeps coming relentlessly. Technology continues to evolve. The social environment continues to change. Forms of behavior emerge that cannot be read halfway. Study discipline is declining. Social interactions are decreasing. The sense of responsibility is slowly disappearing from the routine. This is not an exaggerated complaint, but rather a signal that must be taken seriously. All of this ultimately leads to one need that cannot be postponed any longer: a deep understanding of the characteristics and dynamics of student behavior. Not just theoretical understanding, but a deep enough understanding to serve as a real foundation for an educational process aligned with the true ideals of Islam.

This article aims to address three things. All three arise from the same concern: students are often treated as objects, not as unique individuals. First, about that uniqueness. In Islamic educational psychology, students are not just learners who come with bags and sit on benches. They are human beings who are growing, with different potentials, drives, and psychological conditions from one another. We do not consider this merely a theory. The researcher observes how an educator looks at the person in front of them. Factors shape their learning behavior. We find this more complicated than it seems. From within, motivation, emotions, mental condition, and processing methods emerge. From the outside, family, friends, school conditions, and even the classroom atmosphere that day emerge. Both factors work together. We must understand both factors. Third, the researcher views all of that through an Islamic lens. Not intending to impose a religious label on every behavior. Islamic values have a specific perspective on humans, their nature,

and personal development. That perspective is important for education. To answer those three questions, this research uses a literature study. The main source is the book "Psikologi Pendidikan Agama Islam" by Wantini, which serves as the foundation for the analysis from beginning to end. Scientific articles from the last ten years are used as comparison and testing materials, not just as supplementary references. The analysis highlights four aspects: the characteristics of learners, the dynamics of learning behavior, psychological development, and the factors influencing learning. We examine everything within one framework, Islamic educational psychology. Separating one from the other only provides half an understanding. This article has a flowing sequence, without jumping around. Starting from the foundation, the author explains what is meant by the uniqueness of learners in Islamic educational psychology. After the foundation, the author elaborates on the factors that shape learners' study behaviors, both from within themselves and from their environment. The third section examines the characteristics of student uniqueness from an Islamic perspective and relates them to everyday learning practices. The author concludes the article with a summary that encapsulates all the discussions. However, the purpose of this writing is not just to be cited as a reference. There is something more practical that we want to achieve. If educators understand the psychological conditions of the students they encounter every day, not just theoretically, then the learning they design can be different. More sensitive. More humane. And not just effective on paper, but also meaningful because Islamic values are its essence.

METHOD

This research uses a literature study with a descriptive qualitative approach. The main question inquires about the uniqueness of students and the dynamics of learning behavior in Islamic educational psychology. The researcher believes that the question is better answered through reading and interpreting texts, rather than through numerical data. The main source is the book "Psikologi Pendidikan Agama Islam" by Wantini. The researcher built the entire analytical framework from that source. However, one source alone is not enough for a serious study. Journal articles, other books, and research findings from the last ten years are used by the researcher as complements and also as tests. The researcher uses them to test whether the arguments built from the primary sources hold up when confronted with other findings. The researchers collected the data in stages: first, they read, then they understood the context, next, they identified the relevant parts, and finally, they took notes. Not everything that is read is immediately understood. Many are filtered out. Some that initially seemed unimportant turned out to be relevant when the analysis began to be compiled. Researchers analyze the collected data using content analysis. The goal is not just to summarize the source material. The aim is to discover concepts, see relationships between ideas, and build a comprehensive understanding of the relationship between student characteristics and student learning behaviors. The process includes four stages. The first stage is collecting literature. The second stage is classifying data based on themes. The third stage is conducting content analysis. The fourth stage is drawing conclusions. To avoid a single perspective, the researcher uses source triangulation. The researcher compares one scientific reference with another. In that way, the conclusion becomes stronger.

RESULT AND DISCUSSION

Result

Characteristics of Students from the Perspective of Islamic Educational Psychology

In Islamic Educational Psychology, students are not just empty vessels to be filled. Students come with their innate nature, with potential that already exists before they step into the first grade. The educational process does not create that potential; the educational process provides space for that potential to grow. Each student grows in their own way: through their way of thinking, way of feeling, way of socializing, and way of internalizing values. Wantini (2023) explains that these characteristics are directly related to personal development, learning behavior patterns, and students'

ability to adapt to the educational environment. Actually, academic findings are not just findings. For researchers, academic findings explain many things that often cause confusion in the classroom (Wantini, 2023). The speed of learning is not the same for everyone. Many teachers understand that the pace of learning is not uniform, but they do not always know the next steps. There are students who immediately understand the material after one explanation, then just wait. There are students who need to repeat the material, the teacher has to approach the students, or the teacher has to explain the material in a very different way. It's not about being smart or not. Motivation, interest, emotional condition, and the situation at home, all affect the way of learning on that day. Islamic Educational Psychology emphasizes that the potential of each student is real, but potential only moves when there is. Provide the right stimulation. Make sure the environment is not too overwhelming at first. In the classroom, the difference appears without any measuring tools. Students enthusiastically ask questions, participate, and complete tasks without being asked. The student lacks enthusiasm, sitting still, present physically but appearing to be elsewhere. Both students are in the same room, but their learning experiences are very different. As a teacher, the researcher cannot pretend to ignore it. If the researcher does not clearly see who is in front of them, the researcher does not teach. The researcher only speaks to the room.

Factors Affecting Students' Learning Behavior

There are two sources that shape the way people learn: their internal experiences and their external environment. A person's internal factors include their drive, passion, skills, intelligence, health, and mental and emotional well-being. Widila et al. (2025) students with high drive tend to have overall superior learning outcomes (Widila et al., 2025). Christidamayani and Kristanto (2020) showed that the active learning model encourages motivation and participation simultaneously (Christidamayani & Kristanto, 2020). The active learning approach encourages motivation and participation at the same time. Furthermore, a constructive view of education enhances motivation (Guido, 2013). Research has shown that students who have well-regulated emotions and a strong desire to learn perform better in class. People without support or whose emotional states are unpredictable assimilate information more slowly. The impact of external influences is equally significant. Family support increases self-confidence and learning motivation, (Nurfariza, 2021). That encouragement is partly shaped by a person's social circle and educational experiences, (Andeka, Darniyanti & Saputra, 2021). Parents and their roles in the family, social environment, and school also shape that motivation (Firdaus et al., 2020). as the foundation of a child's learning behavior. It is much more difficult for students who do not have parental encouragement to develop a lifelong love of learning, as directly observed by researchers. Students pay more attention in class when their teacher speaks to them. At the same time, digital technology is changing education in subtle yet significant ways: by making information more accessible, but also more dispersed and uncontrollable, and subtly increasing our dependence on social media.

Characteristics of Student Learning Behavior

As a result of the changes that occur during learning, students' learning behaviors emerge. The shift in performance metrics is not sufficient in Islamic educational psychology. The moral growth of students is another important aspect; morality is formed every day. Effective student habits are often easy to recognize. Students are self-controlled, responsible, honest, and enthusiastic about learning; they also work well with others. One aspect that is often overlooked is how students manage their emotions, according to researchers. Relationships with instructors and peers tend to improve when students are able to control their emotions. On the other hand, students who are still working on emotional regulation usually struggle. The challenge manifests itself not only in academic pursuits but also in interpersonal relationships. Both factors influence each other. In pursuing academic excellence, many educators fail to see the bigger picture. This is what emerges from observing the characteristics of students' learning behaviors through the lens of Islamic educational psychology.

Table 1 Characteristics of Student Learning Behavior

No	Characteristic	Description
1	Study discipline	Adhering to rules and the learning schedule
2	Responsibility	Completing tasks and study obligations
3	Active in learning	Participate in discussions and Q&A sessions.
4	Social skills	Able to collaborate with peers
5	Emotional control	Able to control emotions during the learning process
6	Learning motivation	Having a high spirit and interest in learning

Table 1 presents a more comprehensive picture than the general assumption. Learning behavior does not stand alone in the academic realm. Learning behavior develops alongside social, emotional, and spiritual aspects. This is what distinguishes the perspective of Islamic educational psychology: students are viewed as individuals who grow holistically, not merely as objects measured by test scores.

The Role of Teachers in Understanding the Unique Characteristics of Students

A teacher cannot teach effectively if they do not know who is in front of them. In Islamic educational psychology, the role of the teacher goes beyond merely delivering material. The teacher becomes a guide. Sometimes, teachers also become role models who are observed more closely than they realize. Therefore, teachers must understand the psychological conditions of their students. Understanding those conditions is not an additional task. It's part of teaching. Suharni (2021) states that teachers who understand the character of their students can create a better learning atmosphere, thereby increasing classroom interaction (Suharni, 2021). Hoerudin (2022) emphasizes that a humane approach to learning enhances participation and motivation (Hoerudin, 2022). Both findings point in the same direction. If teachers treat students as individuals, rather than as a uniform group, the classroom dynamics change. Small things make a big difference. Students who feel heard and understood are more likely to speak up, have confidence, and enjoy the learning process. The teacher-student relationship based on understanding is more than just a formal arrangement. When two people are committed to each other, they are more likely to try new things and support each other when things don't go well. In terms of Islamic educational psychology, this is where the teacher's involvement is most crucial. The impact of a teacher extends beyond the classroom. The values and behavior of students are also influenced by their teacher. The ideals of Islam have become ingrained in daily learning, that's how the teacher does it. Its content not only includes Islamic beliefs as reflections.

Discussion

Researchers observe that each student comes with their own characteristics. Their psychological, social, and spiritual development varies. In Islamic educational psychology, differences are not issues that need to be homogenized. Differences are innate, part of human nature, and must be developed through proper education. Islamic education emphasizes the full development of students' potential, encompassing both intellectual and spiritual aspects. So, teaching without paying attention to both is only half the task. The learning behavior of students does not just appear out of nowhere. Researchers observe that internal factors such as motivation, interest, and emotional condition determine their learning methods in the classroom. Agrifina et al. (2024) found that learning motivation is strongly related to student participation. These findings are in line with Masnadi's (2024) research, which shows that learning motivation is one of the important factors influencing student engagement in Islamic Religious Education. The higher the motivation possessed by students, the greater their involvement in the learning process (Masnadi et al., 2024). Students with high motivation appear more active, more confident, and think more

clearly compared to students with low motivation. These findings are in line with research that shows that learning motivation contributes to student engagement in learning activities and encourages the achievement of more optimal learning outcomes. Students with high motivation tend to show better perseverance in completing tasks and facing learning challenges (Emda, 2017). This is not just statistical data. Every teacher who has ever taught surely feels that difference without measuring it.

Outside of the students themselves, families and schools also shape the students in the classroom. A harmonious family creates a good mental atmosphere for learning. Conflict at home or lack of parental attention can change the emotional condition of students. The influence is sometimes not visible, but it reduces students' motivation. Nurfariza (2021) shows that family support has a significant impact on students' learning behavior. The school environment plays an equally important role. If the school atmosphere is supportive, students find it easier to develop. A conducive learning environment can enhance students' comfort during the learning process and encourage the emergence of better motivation and engagement in learning. A positive school environment also helps students develop social skills and a sense of responsibility in their learning activities (Arianti, 2018). Another factor that is hard to ignore: digital technology. Hakim and Yulia (2024) state that technological advancements are changing the way students learn and interact. Excessive use of social media erodes learning focus and weakens social interactions at school. Technology is not the problem. Access to information and learning resources has become more open. Problems arise when usage is uncontrolled. Concentration gradually erodes. Dependency grows unnoticed. Teachers and parents must continue to accompany. Not forbidding. The goal is for students to use technology that truly helps with learning. Islamic educational psychology does not evaluate educational goals solely based on academics. Yunita and Mujib (2021) state the goals of Islamic education. Its aim is to shape individuals who are faithful, knowledgeable, and of noble character (Yunita & Mujib, 2021). Mayzura et al. (2025) added: interactive Islamic Religious Education learning increases students' motivation to learn (Mayzura et al., 2025). Students' good learning is not only evident from their achievements. They are also evident in their attitudes: discipline, honesty, responsibility, and self-control. Cognitive is just one dimension. Moral, spiritual, and social are equally important. We must cultivate moral, spiritual, and social aspects simultaneously. This is where the role of the teacher is very important. A teacher who understands the mental condition of their students finds it easier to choose the right approach. The teacher does not use a magic formula; the teacher chooses because the teacher knows who they are teaching. In the psychology of Islamic education, a teacher is not merely a transmitter of knowledge. Teachers are also spiritual guides. Teachers help students discover and hone their talents based on Islamic values. The role of teachers in Islamic education is not limited to the transfer of knowledge, but also includes the cultivation of morals and the development of students' personalities. Therefore, teachers are expected to be role models who can integrate Islamic values into the daily learning process (Sarnoto & Abnisa, 2022). Learning is not just about imparting knowledge. Learning is the process of shaping humans.

CONCLUSION

Students are not all the same. Research on student characteristics in Islamic Educational Psychology shows otherwise. Each person has a unique combination: intellectual, emotional, social, moral, and spiritual. That combination is never exactly the same between one person and another. Differences arise from within, through motivation, interests, intelligence, and emotional conditions. Differences also emerge from outside, through the family environment, school, and society. Now those differences are becoming even stronger due to digital technology. According to the researcher, Islamic Educational Psychology does not consider differences as obstacles. He sees those differences as a natural disposition, as the inherent potential of humans. His task is to develop that potential through education that aligns with Islamic values. The researchers found one clear thing from this study: students' learning behavior cannot be measured solely by exam

scores. Students with good learning behavior demonstrate discipline, responsibility, activity, the ability to cooperate, and emotional stability.

Conversely, students without environmental support and motivation often face difficulties. The difficulties are not because the students are incapable, but because the environment does not provide enough space for them to develop. The learning environment is not passive. It actively shapes or erodes students' motivation. A harmonious family provides a stable psychological foundation. A comfortable school provides a safe space for learning and making mistakes. Teachers come with understanding, not just teaching materials, enhancing the quality of real learning. Digital technology adds another layer: easy access to information on one side, and the risk of losing focus and growing dependency on the other. Both are real. Both must be addressed, not just one. Teachers still hold an irreplaceable position. Not because the teacher is the only source of knowledge, but because the teacher is most capable of seeing the students in front of them, and then adjusting their approach, methods, and strategies based on that understanding. In the perspective of Islamic Educational Psychology, the role of a teacher goes beyond just teaching. Teachers become guides who shape the morals, spirituality, and personalities of their students. Teachers do not just give lectures, but are present every day in the learning process. This research has not yet answered all the questions. The research still needs to examine the characteristics and behaviors of students in Islamic Educational Psychology. Field research that observes directly in real schools is very important. The research involves real students in conditions that are not always ideal. That's where true understanding will be tested.

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